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ABSTRACT

This occasional newsletter, published by the ERIC Clearinghouse on Counseling and Personnel Services, contains articles on Reality Therapy based on an interview with William Glasser. Other features include: (1) a description of ERIC; (2) research briefs; (3) resource materials; and (4) an article on counselor role by the clearinghouse director. (CJ)

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CAPS CAPSULE

a publication of the ERIC Counseling and Personnel Services Information Center **vol. 6, no. 1**

REALITY THERAPY:
Involvement is the Name of the Game

Through an analysis of his recent books and articles, and through conversation with Dr. William Glasser, "Father" of Reality Therapy and the Schools Without Failure program which began in Watts, California in 1966, CAPS/Capsule was privileged to obtain some of his views on society and education in America today. His most recent concern, presented here, is reflected in his latest book, The Identity Society. Glasser feels that changed social conditions and value structures have led to the need for a more personalized therapeutic approach—one which heretofore has been lacking in our major social institutions. The solutions to eliminating failure in our schools and in the broader society are not easy ones, but they can be sought through the kind of perseverance and concern he advocates. (For additional information on Glasser's books and training programs, see the "Reference Rack.")

WHAT do prison riots, coach lounges in airplanes, "The Last Picture Show," and drug addiction have in common? These aren't parts of a riddle, these are expressions of needs. People are crying out for humanity, for physical and emotional closeness, for relief from the pain of loneliness, for a meaningful personal existence—for identity. Although people are beginning to realize what they want, too many are unable to become involved with other human beings in order to achieve common goals. They fail as students, as parents, as spouses, as self-fulfilled individuals. To repress the pain of failure they turn to drugs, mental or psychosomatic illness, antisocial behavior and a host of other kinds of avoidance behavior. They can neither find themselves nor avoid themselves, and thus, being involved with themselves they lose sight of other people.

Are things all that bad? No, suggests Dr. William Glasser, they don't have to be,

but for many, facing their own reality is impossible. Since World War II, he writes in his latest book, The Identity Society, our society has gone from a goal orientation to a role orientation. The beatnik (remember him?) was always trying to "find himself"; people with achievement orientation scoffed. Yet today, many people, including adults but especially the young, are seeking new life styles which will enable them to be themselves and have a personal stake in the tasks they perform. The relative affluence of our post-war society makes this search possible to some extent; we don't need to be as concerned with material struggle as were people of the pre-war era. But this change to role orientation is not uniform and this is causing not only generational conflicts but society-wide conflicts. Our major institutions—the family, the schools, the penal system, the welfare system, are still operating as if achievement of goals leads to success and happiness.

THE SCHOOL, our major socializing institution, is still saying, "Learn this or you are a failure," but kids are saying, "We won't learn unless the school can relate to us as human beings." Those who can't find personal relevance in the schools often turn against society and themselves, taking on the identity of failures. Failure is painful, so they may try to drown this pain in antisocial behaviors such as drugs, violence, inattention or total withdrawal. Kids have no monopoly on failure—adults fail too and resort to their "painkillers" in much the same way. "We'd better pay attention to what's happening, and create institutions that provide for people the chance to get what they need."

Hopefully, the person who considers himself a failure seeks help, and it is at this point that the principles of Reality Therapy apply. The major theoretical basis of Reality Therapy is that the person who

We'd better pay attention to what's happening and create institutions that provide for people the chance to get what they need

identifies with failure feels that he isn't doing anything worthwhile with his life. Reality Therapy seeks to involve such people with someone they can respect and to help them assume responsibility for their own lives. The therapist provides the involvement that these people find lacking in our goal-oriented society.

WHAT IS the specific function of the therapist in Reality Therapy? First, he needs to involve himself in a warm and personal relationship with his client. Second, he deliberately avoids dwelling on the past. "Many people think it's necessary to ask a man, 'How are you feeling?' But when you know a person is feeling bad and you ask him that question, it's a put down. What we say is, 'Now, what are you doing?'" Third, he needs to encourage the client to examine and evaluate his behavior in a rational way and make a judgement that what he's doing isn't beneficial. Fourth, he should work out, with the client, a new plan of behavior. Fifth, he should commit the client, by a handshake, a written statement or a signed contract, to the new plan. And finally, he must avoid punishment—he must accept no excuses on the part of the client, and if need be, must review and rework the plan until the client does, in fact, accomplish something positive—but he must not punish! A failing person has been punished enough by failure.

The principles of Reality Therapy are

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certainly not unique; they simply provide a structure for responsiveness to failure. "What we're doing, especially in the schools, is answering a need that came up." Teachers, therapists and so on have said, 'We really want a little extra help; we just don't think we can do it on our own.' So our organization, The Educator Training Center, works to give those people a chance to learn." There are a number of good role-oriented therapies (Gestalt, rational therapy, transactional analysis) which differ from one another only in minor aspects. What is important is their unifying principles, and these principles say you have to get involved with people and then you have to help them understand that they do have some control over their behavior, and that they can make changes which will improve their lives.

ONE OF the greatest advantages in such an approach is that, given a skilled therapist, it can be used successfully with individuals and with groups—couples having marital problems, kids in schools, families, mental patients, and even some groups of prisoners. The setting which offers, perhaps, the greatest potential for success is the school. The schools, particularly the urban schools, are filled with uninvolved, unloved, already turned-off kids—products of parents who often themselves are lonely and uninvolved and are, therefore, incapable of providing their offspring with an atmosphere conducive to personal growth and responsibility. These are kids who may have rooms full of playthings but are nevertheless lonely. They may or may not be only children—usually they are children whose parents are so involved in their own activities that the kids have no chance to participate in a functioning

The schools are filled with uninvolved, unloved, already turned off kids

family. They may be "latchkey" children, coming home to empty houses. "When a child comes home to an empty house, it's hard for him not to fail." Contrary to popular belief, it is better, considering the needs of the child, for a mother to work when her children are very small, and stay home when they reach adolescence. There is no way to get around the fact that the changing role of women is going to cause additional problems for children. Women are saying, "Look, we're human beings, and we want to fulfill ourselves in ways that go beyond the traditional role of wife, mother and housekeeper. Let somebody else take care of our children." Men, too, are looking for roles beyond their traditional one of supporting a family. Kids, though, still have the same basic needs for security and belonging—they don't know anything about Women's Liberation or the need for human fulfillment in their parents. "There are few women so capable of involvement that they can fulfill themselves outside of their homes and still do the job with their children that needs to be done. And, of course, it's harder because these are the children who are role-oriented. They are more interested in knowing not what they can do for society, but what their parents—and the school in particular—can do for them. When they fail to get involved they are soon labeled 'failures'."

What can the school do for these youngsters? It can recognize their needs

Kids have basic needs for security— they don't know anything about Women's Lib or the need for human fulfillment in their parents

and restructure itself to provide the missing elements which will help them to become involved and responsible for their own lives and for the well-being of others. The family should, of course, provide these elements which will help them to become involved and responsible for their own lives and for the well being of others, but if it doesn't—and often it doesn't—then the school must do it or all of society will bear the burden of their failure. It isn't easy to function under the tenets of Reality Therapy. It takes training, patience, and above all, perseverance. Grownups need to reorient their way of dealing with children academically. It is much more difficult to encourage children to think rationally for themselves than to provide them with pat answers. School personnel also have to work hard to create opportunities for children to participate in their own socialization processes. Unless adults are willing to take the time to involve children in their own development, our social institutions will continue to produce "failures."

COMMITMENT is a very real part of responsibility. We make a grave error when we do not demand commitment from youngsters. We tend to be particularly permissive in the case of those labeled 'disadvantaged', feeling that these youngsters, coming from homes where authority is often loose and punishment ha[illegible]rbitrary, do not need further com[illegible]. While these youngsters—any y[illegible]sters—may initially resent making commitments and assuming responsibilities, they soon come to equate such demands with concern on the part of the helping person. For example, at Ventura, a reform school for adolescent girls in California, where Reality Therapy is practiced, some of the girls were permitted to leave the school occasionally with adult volunteers, provided they signed a 'contract' which committed them to return. The girls objected, saying, "You don't trust us." "That's right, I don't." The girls, while resentful at first, came to "realize that I really cared about what happened to them. When you work with kids, remember you must be willing to be the adult."

The mass media is a reflection and a leader of our new identity society. It serves to mirror and at the same time plays upon our societal and personal frustrations. Rock music expresses most poignantly the hopes, loneliness and frustrations of our young people. The hope, as Carole King puts it is "you got a friend." But most of us who are no longer young either aren't listening or understanding. Unfortunately, the media also establishes standards of performance "so polished and refined that it makes what young people do seem inadequate by comparison. Aspiring athletes see the pros and think, 'What the heck? I'll never make it.' And they give up because they can't see the years and years of hard work and disappointment it took the pros to make it." Commercials seem to assure social success through the use of this toothpaste, that deodorant, this soft drink, and that after-shave lotion. Pepsi Cola helps you to make friends is the implication. "The media has much that is good, but there's a lot that is on 'just to make a buck', and too many lonely people are exploited by the media because they are not happy with their lives." They don't have a sense of personal worth—they identify with failure.

FAILURE, then, has become as audible and visible as a blaring commercial—but we, as helping professionals can't just turn it off. Failure is still too common a phenomenon in what is, institutionally, a goal-oriented society. There are still too many people who succeed only at failure: the majority of inner city school children learn to hate school and to regard themselves as failures; one-third of married couples fail at the institution of marriage; ten percent of our citizens fail at personal mental adjustment—the examples are virtually without limit. Failure to succeed in personal role orientation is a concern of increasing magnitude as more and more of us are less and less satisfied merely to 'make it' in an economic sense while failing in a social sense. What, then, can we as helping professionals do? We can begin to develop structured ways to eliminate failure by becoming mutually involved with our clients; by exacting commitments from them; by making plans, evaluating and revising those plans as necessary; and, above all, by keeping at it. "There's no miracle about it." We must help people discover not only what they can do but how valuable they are as individuals. Involvement is the name of the game, and we are playing by the rules of Reality Therapy every time we motivate someone to get involved and find success.

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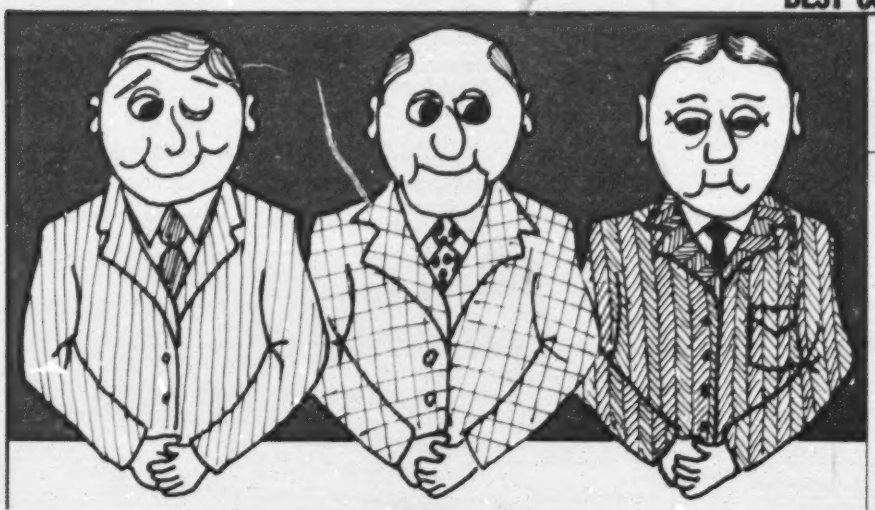

Will the Real Mr. Eric Caps Please Stand Up?

At least once a week our Center receives mail addressed to Mr. Eric Caps. We used to chuckle, but have come to realize that, to many people, "Mr." Caps is, indeed, a person rather than a place. What, in actuality, is ERIC/CAPS?

First things first—ERIC/CAPS is an acronym which stands for the imposing sounding name of Educational Resources Information Center/Counseling and Personnel Services.

ERIC is a nationwide system of 19 clearinghouses, funded through the Office of Education, each of which focuses on a specific aspect of educational information. The clearinghouses are located at universities in order that two criteria be met: (1) there must be adequate supplemental library facilities close by to provide for the greatest possible information 'bank' for users; and (2) there must exist a large potential user population in proximity to the facility (graduate students, in particular.)

ERIC seeks out, reviews, abstracts and inputs selected fugitive literature into a microfiche system. Each center inputs up to 50 documents monthly, which are indexed and abstracted, for announcement in the ERIC publication, Research in Education (RIE). The entire document thus announced appears on microfiche, the full collection of which is housed in each ERIC clearinghouse. In addition, a number of university libraries and community centers have purchased the collection and make it available to the public.

CAPS, the last name of our mythical person, refers to our particular clearinghouse. We focus on information in the area of Counseling and Personnel Services. We monitor newletters and journals for notices of speeches presented, research undertaken, and convention proceedings offered, and acquire all materials within our scope which sound promising. These documents are then carefully screened for suitability as well as reproducibility, and those finally selected for input are assigned to staff members who index them under descriptor terms through which they may subsequently be accessed, and abstract them for announcement in RIE.

In addition to the fugitive literature, the system covers journal literature from more than 200 periodicals. CAPS' share of this load is currently 36 journals, reviewed for relevant articles which are then indexed and annotated for announcement in another ERIC monthly publication, Current Index to Journals in Education (CIJE). Journal articles are not available on microfiche.

Now, don't for one moment think that CAPS sits back on its laurels, satisfied in the knowledge that we are providing the system with input of 50 documents and articles from 36 journals per month! Oh, no! CAPS feels that, sitting on such a powder keg of materials, we are obliged to use this knowledge explosion for the benefit of all mankind—well, a portion thereof!

Therefore, in addition to our function within the ERIC system, CAPS undertakes projects which seek to analyze, synthesize, and, in general, utilize the enormous resources at our fingertips. We publish CAPS Capsule so all our friends in the field can keep an eye on us; we publish Impact, a monthly magazine devoted to innovation and change in counseling; we publish Communique, a monthly, fast-paced newsletter chock full of peerless pearls for the practitioner; we publish Searchlight, a series of specifically targeted, annotated searches on selected high-interest topics; we publish review papers and resource papers, both focused reports in specific areas of current professional concern; we publish The Little Annual, an extensive overview of the year's trends in research; we conduct Impact workshops in areas of high interest and applicability to members of the helping professions; and we present seminars around the country to help people get to know about "the system."

So, the next time you see our booth at a meeting, or come up to visit us in person here in Ann Arbor, feel free to shake our hand. After all, you've been formally introduced to—the real Mr. ERIC CAPS!

Data Briefs*

Did you know that:

- When student learning styles match teacher teaching styles, more effective learning takes place, whether that style is authoritarian or democratic.
- Money makes a difference—even to young anti-establishment people. Underachievers paid to attend group counseling make more progress than those not paid.
- "Potheads" are more knowledgable than nonusers about the illegal drugs they are using.
- Overly generous behavior in children is not a good trait; rather, it tends to mask social adjustment difficulties. Token donors are happier and better adjusted.
- This is a right-handed world—even for students. Left-handed ones have more academic problems than do their right-handed counterparts.
- Students and policemen who took part in group counseling found that familiarity bred respect.
- People often get nervous when you say something complimentary to them, if that compliment is inconsistent with their self image.
- Women with median levels of self-esteem are happier in marriage than those with high or low levels of self-esteem.
- Projected manpower needs and the vocational interests of students are not congruent.

*These "briefs" are extrapolated from more complete research findings as reported in Volume I of Communique. Sources of materials originally reviewed were ERIC documents (RIE and CIJE) as well as items from the popular press.

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THINKING CAPS

A look at current research

Since 1966, the Purdue Opinion Panel surveys show evidence of counseling success. Counselor availability has increased, with a large majority (85%) of students having been helped through counselor contact. Adolescents have future-oriented concerns about family life, money and jobs. They do not seem to be highly concerned with areas which are important to society—their social and moral behavior, and their contribution to the community or society in general.

Are counselors really necessary to this age group? According to the survey, the answer is an emphatic "yes"—76% of all students express a need for counseling, either informational or personal. With this kind of need, alternative approaches to traditional counseling programs must be developed—a short visit with the counselor once or twice a year is simply not adequate. Trying to develop behavioral concepts through social studies and English classes is not perceived as helpful by students in regard to their interpersonal concerns. They do, however, express a preference for the group counseling situation for developmental problems—a fact which may provide counseling staffs with effective alternative strategies for helping adolescents in non-academic areas.

Is Women's Liberation taking hold among college students? According to a Campus Opinion Poll (Ann Arbor News, June 2, 1972), of 580 students from 21 schools in June of this year, over half (57%) of those queried felt that both husband and wife should share equally in household decision making, with 39.6% maintaining that the man should still have the most say. A year ago, half felt the

ARE YOU A
7
Your guidance program was an old as Methuselah, and you just weren't reaching young people. But then you read Impact and become acquainted with alternative strategies which touch the needs and mood of youth. Move up 1.
6
You and your colleagues nod in agreement that there is not enough time to read many of the new materials coming out. If you subscribed to Impact, you'd have read a great condensation of Dr. C. Gilbert Wrenn's new book, The Contemporary Counselor and His World, before it came off the press! Move back 1.
5
A returning Vietnam veteran tells you he's had it with the college scene. You call him a 'copout' and show him the door. If you had read Impact's article on the returning G.I., you would know of the frustrations and concerns of our veterans. Move up 2.
4
A high school senior, college bound, really wants to putter with engines. You are able to provide him with concrete facts about vocational training because you've read about such resources and program plans in Impact. Move up 2.
3
You are a school principal at odds with your staff who want to hold a series of Career Days during school time. You feel this is not a legitimate use of the school day. If you'd been following Impact and Communique you would know that Career Day may be one of the best uses of school time. Move back 1.
2
When you are introduced at a party as a helping professional, someone asks you about his low back pain. You and your host recognize the obvious need for more accurate communication of your image. Impact will save you hours of ponderous journal reading in the area of role and function. Move up 2.

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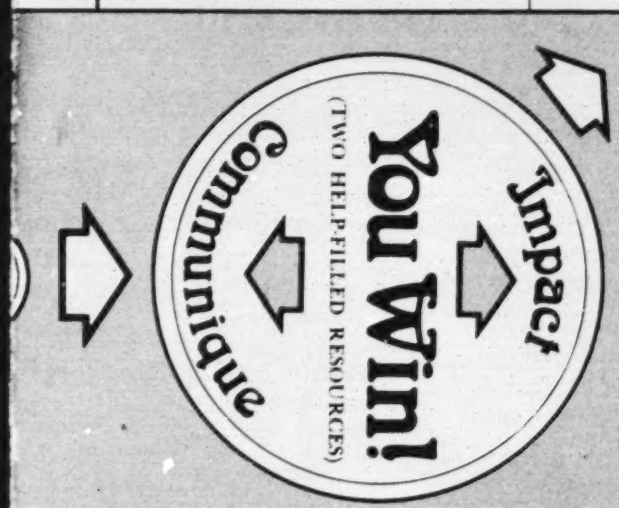
man should be the major decision maker. A slight majority (50.2%) felt that wives should assume major daily responsibility for children, while 41.8% felt both husbands and wives should undertake it jointly. Last year almost 60% felt that wives were the ones primarily responsible for children. These findings illustrate an increasing trend toward a most significant break with traditional family role orientations.

Boys will be boys— and we might do better to keep it that way, at least in the primary classroom. A recent study of six-year old boys in the laboratory school at Northern Illinois University in DeKalb indicates, according to Phi Delta Kappan (June, 1972), that first grade boys become more involved with the teacher and with each other in an all-boy class than in a coed class. They perform better in communication skills when girls are not present, since girls tend to outperform boys in first grade. Girls demand and feel more comfortable with structure, while boys function better in a free-flowing environment. It appears that what is good for the goose is not always good for the gander. Primary schools should give serious thought to grouping based on sex in order to encourage more exploratory and creative behaviors on the part of both boys and girls.

It may pay to sweeten the poker pot, but it doesn't seem to make any difference when it comes to increasing learning. Phi Delta Kappan (June, 1972) describes two incentive-learning experiments at Mesa, Arizona and Stockton, California which involved 1,200 students in projects conducted under performance contracts between the Office of Economic Opportunity and local NEA affiliates. Candy and cereal were the incentives for students, while bonus pay was the "lure" for teachers. Student scores remained about the same as last year (1971) when no incentives were used. OEO has stated that eighteen other contracts with private companies were also failures. We may not have scored a plus for higher achievement but at least we're going to have a lot fewer cavities.



WINNER?

START

1

A third grader seems to be at the bottom of everything bad. If you've been following the research findings in *Communique*, you know that by focusing on his good behavior, you can achieve a positive ripple effect throughout the classroom. **Move up 2.**

WINNERS CORNER

How you play the game is important, but the BIG difference between winning and losing is having the right resources and implementation strategies at your fingertips.

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Communique, an 8-page newsletter published 10 times a year. Contains exemplary practices ready for easy adoption, brief research findings to keep you posted on the latest without doing vast amounts of reading, news of regional and national importance, and reviews of new materials.

Both of these helpers are available to you at the incredibly low package price of $9.00! Order on the special coupon on this page. (Offer expires January 15, 1973.)

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VIEWPOINT

Counselors with Impact

A continuing question for a counselor who wants to do a job rather than merely have a job is, "What can I do to maximize my impact?" It is an important question because of both the process of self examination it involves and the outcomes which may accrue from it in the form of innovative practices and programs.

From a review of materials we receive at CAPS, as well as in discussions with counselors about the country, it has become apparent that counselors need guidelines they can apply in their own ways and in their particular settings. There are far more things that counselors would like to do than either time or resources allow. A vital concern is how counselors can prioritize their efforts for self and program development so that they can focus on those areas in which they can produce the most effective outcomes. The following remarks, therefore, are offered as a distillation of those counselor efforts at renewal which have had the greatest impact.

The list of possible target areas for counselors' efforts can easily number a dozen or more. I will focus upon the four potentially most impactful areas. In a future issue of Impact we will deal both more intensively and extensively with this topic. The target areas for counselor development are: 1) enhanced interaction with students, 2) greater utilization of the group process, 3) improved dissemination of preferred practices and programs, and 4) the use of peer and volunteer helpers.

1. Enhanced interaction with students. The available data clearly indicates that informal and loosely structured counselor interaction with students, both in and out of school, contributes to the student's personal and intellectual development. It is also clear that students would like more opportunities for interaction and that the extent to which this is possible is an important factor in how highly students rate guidance programs. It is also apparent that in trying to increase program efficiency, we often underestimate the importance of interaction and thereby diminish our impact as counselors. Hence, it is imperative for counselors to plan to interact with students both in and out of school. This will serve two purposes: first, direct response to a student's interests and concerns in an immediate and on-going way will help eliminate the need for many crisis responses; second, by communicating full acceptance to the individual student, the counselor will assure the student of his willingness to assist the student in further developing his or her identity through significant contacts with adults other than a family member. Planning ways to interact with students is crucial for the counselor in order to show that he cares and is acting upon his caring for the person.

2. Greater utilization of the group process. Most programs include some planned group activities. Counselors, in general, feel that group work is an important area in which they would like to do more. In practice, however, the group process is an area extensively thought out, much discussed, but seldom implemented. Group experiences enable people to share ideas and experiences, and to develop new insights and skills that complement individual interactions and are justifiable as an end in themselves. The major problem for counselors seems to be one of implementation rather than conceptual objections or reservations. The logistic problems of implementing group programs are massive and persistent. In those schools where group experiences have been most successful there was careful design and preplanning, a high degree of flexibility, and a willingness to use a wide variety of people and formats. If the group is going to be a continuing rather than an occasional experience for students, it must receive high priority from the counseling staff; constant effort and attention must be given to its support and use within the program and the school.

3. Improved dissemination of preferred practices and programs. Counselors have only limited time in which to discover those practices that are relevant to their needs, or in which to invent ones which produce positive outcomes. What counselors need is detailed information about especially useful practices and programs. Professional journals and conventions respond weakly to this informational need. A system such as that developed by CAPS, through the bi-part communications system of Impact and Communique, is a major effort to reduce counselor searching and reading time by providing selected, useable, and readily adoptable new resources, in compact, time-saving form. The counselor who can avail himself of 1) practices being utilized nationwide, and 2) research which identifies the most effective approaches for a desired outcome, is far more likely to have high impact than a counselor who must singlehandedly discover and develop complete programs and processes. Counselors don't need to read more—they need to gather those ideas and resources that best lead to the most impactful results.

4. Use of peer and volunteer helpers. Counselors can enhance and extend their impact considerably if they work for the diffusion and use of the skills and insights of others within the system. Use of peers and volunteers is an effective way to work within a system, and it does not require large outlays of money. The greater utilization of peers as helpers within a total program of human development not only provides for the judicious use of counselor skills, but for the delivery of assistance that would be impossible if counselors relied solely on themselves. Counseling can benefit in many ways from the greater use of students as peer assisters and from the use of volunteers in cross-age helping models. In most institutions, the peer-volunteer area goes unrecognized for lack of a spokesman who understands the potential or who can implement such a program. It seems clear that this is an area in which a counselor can and should show leadership as a means of enhancing counselor impact.

In conclusion, these areas of counselor effort can and do make a difference when counselors work to implement one or more of them. The activities are not necessarily simple ones, adoptable without some difficulty and pain. But in the final analysis, what kind of impactful change is ever effected without the special efforts of those who wish to bring it about?

Gary R Walz

New from CAPS

Gain Specific Knowledge With a New CAPS Monograph

The Legal Rights of Secondary School Children by Paul Piersma of the National Juvenile Law Center is a fact-filled interpretative resource to help you better understand the legal rights of students and appropriate disciplinary procedures. Also included is a highly applicable Bill of Student Rights by Ralph Faust, Jr., of the National Juvenile Law Center. Available from the CAPS Center at $3.00 per copy.

Identify Issues and Resources With The Little Annual

The Little Annual is a once-a-year publication designed to identify the most crucial concerns in counseling today and to provide counselors with a complete set of problem solving resources. Topics to be discussed by experts in the fields will include: current group procedures and practices; accountability and evaluation; alternative counseling approaches; current practices in career development; instruments; training and utilization of paraprofessionals, and many more. Available this winter from the CAPS Center at $5.00 per copy.

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GIMMICKS

Good ideas for getting it together

A Bathtub is Not Always for Bathing

When its' a reading corner! According to an article in Phi Delta Kappan (June 1972) an elementary school teacher in Salt Lake City purchased an old cast-iron tub, painted it orange, threw in some comfortable toss pillows, and called it a reading corner.

Rules are enforced for use of the "tub"—only three may use it at any one time, reading must be done, and splashing kept to a waterless zero! The class loves the tub; even other classes love it and visit the room just for a chance to read in the tub.

What a novel idea, and think of the ways it might be used—not only for reading, but for any subject matter in which the teacher might wish to increase motivation. Reading in the tub might be used as a reward for attending behaviors, thereby working to modify inappropriate classroom behaviors. The counselor could utilize the tub as a reinforcer for desired behavior change, also. It presents almost endless possibilities for individual and small group work.

A tub is not, of course, a standard item around a school, but if available, its cost is minimal—and its possibilities enormous.

Courtesy in the Elementary School

Concerned about the discourteous behavior of their upper elementary school pupils in the classrooms, the halls, the lunchroom, and the school bus—teachers sought assistance from the school counselor. The counselor helped the staff initiate a program which enabled fifth and sixth graders to learn courtesy by teaching it to younger children. A guidance period was set aside each week and during this time the older children would discuss various aspects of courtesy and ways in which they might present a lesson, either singly or in small groups, to the younger grades. Their "teaching techniques" involved the use of role playing, puppets, homemade movies, and posters. Those who did not wish to participate actively in presenting a lesson were encouraged to spend their time making and hanging courtesy posters around the school. The teachers and the counselor worked with the pupils to prepare the lessons. The teachers of the younger children set aside ten minutes each Friday for the presentation of the courtesy lesson.

In addition to the preparation and presentation of courtesy lessons, all youngsters and teachers were asked to take note of particularly courteous behavior during each day and to report it to their classroom teachers, who in turn, would report to the principal. Each morning, following his general announcements on the public address system, the principal would recount all reported instances of good behavior. The airing of names before the entire school did a great deal to make the program work. On a weekly basis, teachers of the fifth and sixth graders noted several children who had shown particularly courteous behavior. Pictures were taken of those youngsters and were posted prominently in the school.

The "courtesy unit" proved very successful, indicating that when one looks for positive behavior and rewards it, one finds more people behaving in the desired manner.

This approach to behavior change is probably best suited to the elementary level. The technique is simple, inexpensive, non-time-consuming, and requires no additional personnel. Not only is the program able to improve behaviors among the target group of upper elementary students, but it also exposes the younger pupils to the concepts of courteous behaviors through direct contact with their older peers.

Hats Not Only Keep You Warm

Developing vocational awareness among elementary school youngsters is the name of the current 'game'. With the realization that children respond more enthusiastically to 'things' than to 'words', an exhibit has been launched in Quincy, Mass. with the theme, "Who wears a hat on the job?" Community contact has brought hats and information materials from policemen, firemen, nurses, operating room physicians, military personnel, chefs, construction workers, and mailmen. The hats are displayed on wig stands set in a pegboard exhibit case. Available as follow up resources are descriptive printed materials and filmstrips. Response on the part of the children has been enthusiastic—and they are always on the lookout for additional chapeaux to add to their collection.

PARAPHERNALIA

Virtually all professional publications feature an informational section on "what's new." Being a professional publication, CAPS Capsule is no different. Where we try to be different is in the kinds of information we bring to your attention —items which do not appear in the generally-read literature as well as items of sufficient importance to be presented, perhaps for a second time.

It is our hope that you, as members of the helping profession, will find something of both interest and benefit to you in "Paraphernalia."

Talk of the Town

One of the "arrivals" of the 1972 season which has received much comment is the decision-making program prepared by the staff of the College Entrance Examination Board. In companion volumes, Deciding and Deciding: A Leader's Guide together represent one component of a five-year plan for guidance services endorsed by both the membership and trustees of the College Board in 1969. Intended to provide counselors and teachers with an effective way to help all secondary school students learn more about themselves and about a systematic process of decision making, Deciding was field-tested with 1,200 students, nationwide. It has been prepared as a course of study that can be used with students in grades seven through nine by counselors, teachers and other helping persons. The program is made up of three units containing activities designed to present decision-making concepts to students that they can utilize in their daily lives. The major foci are on values, information-seeking, and strategy.

Information on both publications may be obtained from: Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540.

Resources for Youth Now Available

A comparative newcomer on the scene is a free bulletin published periodically by the National Commission on Resources for Youth. The goal of the paper is "to foster the creation of programs which evoke the emotional and intellectual commitment of high school-aged people." Described in each bulletin are programs which young people from all parts of the country have set up either on their own or in cooperation with adults. Some of the projects described in one of the issues concern lead poisoning detection in the slums, crisis centers for adolescents, pollution control, and youth work with the elderly and the retarded. This free bulletin is available from: National Commission on Resources for Youth, 36 West 44th Street, New York, New York 10036.

Two New Publications from the College Entrance Examination Board

Counselors working directly with adults will be pleased to know that there is now a 'how to' book for adults who want to pick up their education where they left off. Entitled The New York Times Guide to Continuing Education in America (Frances Coombs Thompson, Editor), the book was prepared by the College Board publications staff and published by Quadrangle Books. The book is designed for the adult who wants to continue his education for academic credit, professional advancement or for the pleasure of learning. Counselors may wish to use this

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guide as an addition to other career and educational plannings resources. The book is $12.50 per copy, and may be ordered from: Quadrangle Books, 330 Madison Avenue, New York, New York 10017.

Junior high and high school counselors should keep an eye open for the second publication on entrance to higher education, also published by the CEEB. This unique guide to the pertinent sources of current information on all aspects of access to higher education is scheduled to appear this fall. It selects, organizes, and describes 1,500 major publications, important programs, and influential organizations from many disciplines. One of its major features is a new taxonomy which provides a comprehensive framework for thinking about the whole process of access to higher education. The price of the guide will be about $15. Ordering information may be obtained from: Editorial Offices, College Entrance Examination Board, 888 Seventh Avenue, New York, New York 10019.

College Locator Service Ready for Fall

A new guidance resource will be available to counselors and their students this fall when the College Locator Service (CLS) goes into operation. A student who participates in CLS will complete a Student Response Form, asking for his or her educational and personal preferences for certain college characteristics. Responses will then be compared with a college information data bank provided by some 2,000 two and four year institutions and a report will be produced for the student. The CLS report identifies and describes 30 colleges that correspond best to each individual's specifications. The Locator complements the College Handbook as a service to inform students about educational opportunities beyond high school. The student fee for CLS is $9.00. Watch for materials describing this new service which will be mailed to all secondary schools this fall.

Something You Should Know About!

Federal job information is now only a telephone call away—a FREE call, at that! A recently-implemented telephone network allows you to call the Federal Job Information Center of the U.S. Civil Service Commission—in any of 46 states—in order to learn of existing Federal job opportunities in that state for both high school and college graduates. Dial your local information operator for your instate number. Dial 800-555-1212 for states other than your own. This network operates in all states except Alaska, California, Hawaii, and Rhode Island.

The "Trip" Without a Travel Agent

A recently-prepared guide entitled "Drug Abuse Prevention Materials for Schools" provides resources for teachers on the latest education techniques for prevention of drug abuse. It offers approaches which have proven effective in communities throughout the country, and describes materials with which to start effective programs at the elementary, junior and senior high levels. A single free copy may be requested from the National Clearinghouse for Drug Abuse Information, 5600 Fishers Lane, Rockville, Maryland 20852.

A First From NAPPA

A new monograph, "Pupil Personnel Services Guidelines for Training, Certification, and Accreditation", just published by NAPPA, is the first in a series which states NAPPA's position on specific topics of concern. Since certification, training and accreditation vary so widely from state to state, NAPPA offers this set of guidelines in an effort to establish some unity of purpose while avoiding sterile uniformity and ridigity, and to provide a rationale for the areas of training, certification and accreditation. Unlike some other guidelines on the same topic, NAPPA's is not a state-by-state survey. Rather it is an attempt to raise important questions and to identify those significant factors necessary to satisfactory solutions. The committee has drawn upon material from a previous NAPPA publication—Pupil Personnel Services: A Position Statement, April 1969. It is suggested that this publication be read to provide a general background for the new guidelines. NAPPA publications are available from: Dr. Charles Huchet, Director of Special Services, Princeton Regional School, P. O. Box 711, Princeton, New Jersey 08640.

Two Governmental Publications on Environmental Study

A new U.S. governmental publication titled Career Education in the Environment: A Handbook, is designed for use in secondary schools to examine problems pertaining to the environment, together with possible solutions. The handbook goes a step further—it offers information on existing and emerging career opportunities in this rapidly-expanding area of social concern and interest. Order # HE 5.6/2:EN8/2 S/N 1780-0892 $3.00

Published in 1971 but still of value to students and teachers interested in studying the ecology, All Around You: An Environmental Study Guide is divided into three sections which provide lesson plans on awareness, the urban ecosystem, and nature's ecosystem. Special pages are provided for teachers to enable them to help students find some answers to their ecological questions. Order # 153.7/2Y8 S/N 2411-0035 $1.50

To order either of these publications, send check or money order to: Superintendent of Documents Distribution Center, 5801 Tabor Avenue, Philadelphia, Pennsylvania 19120.

Let's Turn On!

The government, concerned as are we all about the rising incidence of drug abuse, has published a simulation game called "Community at the Crossroads: A Drug Education Simulation Game." Part of a teacher inservice program entitled The Social Seminar, the game is a two to five hour simulation of a community response to the problem of drug abuse. It is intended for use primarily by teachers and other school personnel as well as students, but may also be played by community groups concerned with encouraging discussion on drug abuse prevention and education. Contained in the kit are: 32 players' manuals; a director's guide; 32 role cards; and 32 each police report, budget report, and clergyman's report cards for drug education simulation. The kit may be ordered from: Government Printing Office, Washington, D.C. 20402. Order # HE 20.2408/2:C 73 S/1724-0161 $13.75 per kit.

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